

Indiana Principal Leadership Academy

Curriculum Standard Rubrics

**Center for Curriculum & Instructional Leadership
Indiana Department of Education**



Leadership



Leadership
Standard 1

The school leader: Develops, articulates, and works toward a vision for learning that is shared and supported by the school and community.

	Exemplary	Proficient	Developing	Beginner
Having a Vision	Involves all stakeholders in the development of a vision, core values, mission and goals of the school. Purposely shares and models on a daily basis the core values, vision, mission, and goals of the school and the school corporation so that they embedded in the culture of the school.	Involves many stakeholders in the development of the vision, core values, mission and goals of the school. Shares and models the core values, vision, mission, and goals of the school and the school corporation.	Initiates a plan to involve easily accessible stakeholders in the development of a vision, core values, mission and goals of the school. Is aware that the school and the school corporation have a set of core values, a vision, and a mission.	Is aware of the school or school district vision, mission, or core value statements.
Articulating a Vision	Oversees and monitors progress toward the goals and strategies to achieve the vision. Clearly articulates and connects the vision to the goals. Meets with members of stakeholder groups to discuss the impact the vision has on student learning on a regular basis. Verifies the work of students, teachers, administrators and staff is aligned with the vision.	Oversees progress toward the goals and strategies to achieve the vision. Meets with groups to discuss the impact the vision has on student learning. Verifies the work of teachers and administrators is aligned to the vision.	Understands the need to work toward the goals and strategies to achieve the vision. Meets with a few groups to discuss the impact the vision has on student learning.	Understands the impact goals and strategies have on student learning without a clear connection to the vision.



Engaging Others to Work Toward a Vision	Uses trust and respect to engage all stakeholders in a clear plan of school purpose, vision, and mission to create high expectations and unify all stakeholders toward school success. Purposely Uses trust and respect.	Often seeks opportunities to communicate a clear plan of school purpose, vision, and mission to create high expectations and unify all stakeholders toward school success.	Understands the importance of having a clear plan of school purpose, vision, and mission to create high expectations and unify stakeholders toward school success.	With the support of a mentor/coach, is now aware of the importance of having a plan of school purpose, vision, and mission to create high expectations.
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**Leadership
Standard 2**

The school leader: Leads the development and implementation of the school's strategic and continuous improvement and achievement plan.

	Exemplary	Proficient	Developing	Beginner
Creates Commitment	Engages a diverse group of people, perspectives and experiences in the school improvement process. Ensures all stakeholders have a voice in the shared vision and beliefs. Focuses on gaining understanding, input, and buy-in from all stakeholders. Maintains a constant conversation about the vision and its connection to the school improvement process.	Engages stakeholders in the school improvement process. Ensures staff can communicate openly about the shared vision and beliefs. Focuses on gaining understanding, input, and buy-in from staff. Connects the vision to the school improvement process.	Understands the need to involve a group of stakeholders to facilitate the development of the school improvement process. Posts the vision throughout the school.	Is involved with some staff in a school improvement process.



Organization/Planning	Selects a planning process that aligns with the school's needs. Establishes timelines and benchmarks for the process. Convenes teams. Follows protocols of effective meetings. Adjusts the process when needed. Leads to ensure implementation activities have a purpose and connect to the school vision, the school improvement plan and district strategic plan.	Has a planning process in place. Establishes timelines and benchmarks. Convenes a team. Schedules meetings and provides materials. Manages to ensure implementation activities have a purpose and connect to the school vision and the school improvement plan.	Has a planning process in place. Convenes a team. Plans meetings. Inconsistently follows timelines from meeting to meeting. Sometimes uses implementation activities unconnected to the school vision or the school improvement plan.	Understands the need to have a consistent planning process. Understands the need to convene a team. Implementation activities from meeting to meeting are unconnected.
Communication	Summarizes, simplifies and provides feedback. Checks for understanding. Establishes positive relationships by using multiple formats for communication. Is skillful in making requests and articulating what is needed. Listens actively and is open to learning from all stakeholders.	Provides feedback. Establishes positive relationships using appropriate formats for communication. Articulates what is needed. Listens actively to all stakeholders.	Summarizes decisions made at meetings. Works to establish positive relationships by communicating clearly. Listens passively to school stakeholders.	With support of a mentor/coach, works to create positive relationships within the school or school district. Works on a plan to communicate with others. Listens passively to school some stakeholders.



Use of Data	Models and engages stakeholders in the collection and analysis of multiple forms of data, both formative and summative. Uses data analysis to design professional development and implement quality instruction based on best-practice research. Uses data to make decisions about the school improvement plan and the needs of the students, staff and parents.	Uses and shares current research and data with staff to drive effective instructional decisions. Uses data to design professional development. Uses summative data to make decisions about the school improvement plan and the needs of the students, staff and parents.	Has access to research and data for the purpose of driving effective instructional decisions. With limited staff, reviews state assessment data to make decisions about the school improvement plan.	Reviews state assessment data and makes decisions about the school improvement plan.
Review and Revise	Regularly reviews the effectiveness of the school improvement plan. Makes revisions to plan when goals are not met. Engages stakeholders to constantly ask each other, "Who is not learning and how am I helping them learn?"	Regularly reviews the effectiveness of the school improvement plan with school leaders. Makes revisions to plan when goals are not met.	Reviews the school improvement plan. Makes revisions to plan based on the input from a small group.	Reviews the school improvement plan once a year.



Leadership
Standard 3

The school leader: Forms and sustains effective leadership teams and professional learning communities within the school that focus on teaching and learning.

Exemplary		Proficient	Developing	Beginner
Organization/Design of Structures	Intentionally creates and facilitates a professional learning community to ensure everyone in the school has a common sense of vision, mission, goals, values, and language in working with students and each other. Ensures processes are in place to engage teachers, students, and community members in planning, implementing, and monitoring instruction and learning for continuous improvement.	Creates and facilitates a professional learning community to ensure the school has a common sense of vision, mission, goals, values, and language in working with students and each other. Ensures processes are in place to engage teachers in planning, implementing, and monitoring instruction and learning for continuous improvement.	Creates a professional learning community to inform the school of the vision, mission, goals, values, and language. Begins process of engaging teachers in planning and implementing for continuous improvement.	Seeks support to create a professional learning community. Begins process of engaging teachers in planning and implementing for continuous improvement.



Collaboration	Constantly interacts with others and facilitates opportunities for staff to develop knowledge, skills, and attitudes for school leadership. Regularly engages in formal and informal conversation with stakeholders about student academic and social performance. Is highly collaborative and promotes interdependence.	Interacts with others and facilitates opportunities for staff to develop knowledge, skills, and attitudes for school leadership. Regularly engages in conversation with stakeholders about student academic and social performance.	Interacts with others and understands the need to create opportunities to develop knowledge, skills, and attitudes for school leadership. Engages in conversation about student academic and social performance.	Interacts with others and engages in conversation about student performance.
Communication/ Decision-Making	Employs a variety of methods to communicate on a regular basis with staff, students, parents and community members for the success and well being of the school. Regularly invites and empowers stakeholders to share and participate in the decision-making process.	Employs methods to communicate with staff, students, parents and community members for the success and well being of the school. Invites stakeholders to share and participate in the decision-making process.	Develops and uses methods of communication with staff, students, and parents for the success and well being of the school. Involves small group of staff to make decisions.	Investigates ways to communicate with staff, students, and parents for the success and well being of the school. Is influenced by a small group of people when making decisions.



Use of Data	Provides targeted professional development on data collection and analysis. Models and monitors how teacher teams use multiple sources of data and instructional strategies to determine student interventions.	Provides professional development on data collection and analysis. Models how teacher teams use multiple sources of data and instructional strategies to determine student interventions.	Provides professional development on data collection and analysis. Understands the importance of teacher teams using multiple sources of data.	Provides professional development on data collection and analysis.
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Teaching and Learning



Teaching and Learning
Standard 1

The school leader: Instigates and ensures best practice related to research-based instruction, curriculum alignment and assessments.

	Exemplary	Proficient	Developing	Beginner
Use of Data	Identifies multiple sources of data, both quantitative and qualitative, that clearly describe and/or impact student learning. Makes a connection between multiple data sources and the school improvement plan. Integrates the use of data to inform instructional practice into all classrooms. Monitors various sources of data to assess progress and makes adjustments as necessary to strengthen the overall instructional program.	Utilizes multiple sources of existing data, primarily focused on student learning. Designs intervention strategies based on that data. Monitors progress over time and utilizes the data in making instructional decisions. Makes a connection between multiple data sources and the school improvement plan	Examines some sources of standardized learning data. Limits use of data to reports generated outside the building by either state or school corporation sources. Attempts to connect data sources and the school improvement plan.	Focuses on single source of student learning data. Identifies trends through limited sources of information. Makes decisions based on partial information. Often relies on opinions instead of student learning data.



Instructional Practices	<p>Utilizes knowledge of instructional practices to influence classroom instruction across all content areas and age groups. Models and shares knowledge of effective practices during interactions with staff. Continually reads and participates in personal professional development to keep abreast of current research of the best instructional practices.</p>	<p>Understands effective instructional practices across content areas. Incorporates knowledge of those practices in conversations with educators about improving classroom instruction. Formulates improvement efforts based in accordance with that understanding. Reads and participates in personal professional development.</p>	<p>Displays some knowledge of instructional practices across content areas ranging from basic understanding to more in-depth knowledge in selected areas. Incorporates knowledge in conversations with colleagues.</p>	<p>Seeks support in understanding effective instructional practices across content areas.</p>
Assessment Practices	<p>Analyzes and incorporates assessment of learning and assessment for learning to improve instruction. Cultivates a clear understanding with staff regarding the use of assessment practices to motivate students.</p>	<p>Analyzes assessment information to improve instruction. Articulates an understanding with staff regarding the use of assessment practices.</p>	<p>Occasionally uses assessment information to improve instruction. Articulates a cursory understanding with staff regarding the use of assessment practices.</p>	<p>Demonstrates a limited understanding of assessment and how to use information from various assessments to improve instruction.</p>



Teaching and Learning
Standard 2

The school leader: Initiates and sustains professional development for staff that includes effective, research-based strategies and measurement activities to ensure the transfer of new knowledge and skills to classroom instruction to improve student learning.

	Exemplary	Proficient	Developing	Beginner
Adult Learning in the Change Process	Creates a climate of trust, in which risk for change is fostered. Demonstrates understanding that adults change at different rates and at different times. Knows that change is not a linear process and purposely differentiates the activities based on the needs of the staff, while striving to embed change in the school culture.	Creates and maintains a safe climate for change. Understands that adults change at different rates and at different times. Differentiates the activities based on the needs of the staff. Promotes opportunities for staff to see how change will impact them as well as the students.	Designs a strategy that addresses adult learning in the change process.	Seeks support from mentor or coach to understand the needs of adult learners and change.



Adult Learning Activities	<p>Employs learning activities that take into account the needs of adult learners. Uses effective staff development that integrates knowledge of adult learners with the activities in which they are expected to participate. Utilizes professional development that is relevant and applicable to classroom needs. Provides opportunities to work in teams or small groups. Invites teachers to have a voice in planning their staff development and provides choice in methodology.</p>	<p>Provides learning activities that take into account the needs of adult learners. Invites teachers to have a voice in the planning. Makes a strong connection between the knowledge of adult learners and the activities in which they are expected to participate. Provides content that is relevant and applicable to the classroom. Allows for the occasional opportunity to work in teams or small groups.</p>	<p>Puts a professional development plan in place, inviting teachers to have a voice in the planning. Makes a connection between knowledge of adult learners and the activities in which they are expected to participate.</p>	<p>Has a professional development plan in place. Allows teachers to participate in professional development once or twice a year.</p>
Effective Staff Development	<p>Designs and differentiates staff development to improve student learning based on data and school improvement goals. Ensures that classroom implementation is monitored and constructive feedback is provided following staff development.</p>	<p>Designs and attempts to differentiate staff development to improve student learning based on data and school improvement goals. Monitors classroom implementation following staff development.</p>	<p>Begins to use data to focus staff development to improve student learning. Inconsistently monitors classroom implementation following staff development.</p>	<p>Understands staff development needs to be tied to student learning.</p>



Orientation/induction of New Faculty	Identifies crucial knowledge base for all educators and structures purposeful learning opportunities for new teachers to process the information and implement it in their classrooms. Monitors progress through series of training and coaching opportunities. Continually engages staff in meaningful reflection that results in self-improvement.	Identifies general knowledge base for all educators and structures learning opportunities for new teachers to process the information and implement it in their classrooms. Monitors progress through training and coaching opportunities. Arranges continual assistance throughout the induction period.	Focuses training opportunities at the beginning of the school year on presentation of general information. Assigns a mentor to provide ongoing support throughout the year. Structures a few periodic meetings "to check-in."	Plans activities for the beginning of the school year, providing general information. Assigns a mentor and delegates all responsibility for ongoing development to the mentor.
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Teaching and Learning

Standard 3

The school leader: Collects and analyzes data to make informed decisions that improve student learning.

	Exemplary	Proficient	Developing	Beginner
Collection and Management	Identifies multiple sources of data, both quantitative and qualitative, that clearly describe and/or impact student learning. Utilizes technology and data warehousing to effectively and efficiently use data to improve student learning.	Utilizes many sources of existing data, primarily focused on student data. Utilizes technology to enhance the use of data, including sharing with classroom teachers. Uses data in the school improvement process.	Examines multiple sources of standardized learning data and values classroom indicators of learning. Understands the importance of data warehousing.	Focuses on a single source of student learning data. Relies more on assumptions instead of student learning data.



Analysis and Decision Making	Assesses existing data for trends and focuses efforts on specific areas to leverage improvements in student learning. Understands and utilizes the power of data in the decision making process. Uses a variety of ways to present data so representatives from all stakeholder groups can understand and be involved in decision making. Embraces data analysis as a part of the school improvement process. Integrates the use of data to inform instructional practice into all classrooms.	Assesses existing data and focuses efforts on specific areas to improve student learning. Understands and utilizes the power of data in the decision making process. Monitors progress over time. Uses a variety of ways to present data so representatives from all stakeholder groups can understand and be involved in the decision making process.	Has a plan in place to assess existing data or trends to focus efforts on specific areas for improvements. Understands the power of data in the decision making process. Displays data in a variety of ways. Involves representatives from some stakeholder groups in the decision making process.	Seeks support in assessing existing data and understanding the power of data in decision making.
Reflecting and Adjusting	Models and encourages staff to reflect on and use data to improve student learning. Provides on-going support to staff for adjusting instructional strategies.	Encourages staff to reflect on and use data to improve student learning. Provides periodic support to staff for adjusting instructional strategies.	Encourages some staff to reflect on and use data to improve student learning.	Uses data once a year to reflect upon and adjust school improvement plan.



Teaching and Learning
Standard 4

The school leader: Hires, coaches, supervises, and evaluates teachers and staff that improve instruction and student learning.

	Exemplary	Proficient	Developing	Beginner
Hiring/Selection	<p>Designs a selection process focused on hiring the most qualified professionals. Ensures quality by utilizing multiple measures to select the top candidate, such as model lessons, writing samples, committee interviews and rigorous reference checks. Bases all components of the interview process on the school's vision, mission, and improvement plan.</p>	<p>Designs a selection process focused on hiring the most qualified professionals. Ensures quality by utilizing more than one measure to select candidates which may include model lessons, writing samples, committee interviews or reference checks.</p>	<p>Accepts a selection process that roughly follows the same process from candidate to candidate with some exceptions. Attempts to identify quality candidates. Involves others in the selection process out of a sense of obligation.</p>	<p>Utilizes a selection process that varies from position to position. Values filling the position over placing the most qualified person in the classroom. Examines limited information about the candidate.</p>



Supporting	Constructs a wide variety of methods to support staff in their professional growth which may include opportunities to coach, mentor, and participate in various internships. Supports professionals with effective intervention strategies to maintain exceptional level of performance in the classroom. Understands that collegial relationships focused on improving student learning are essential in effective schools and designs multiple opportunities for those relationships to flourish.	Utilizes a variety of methods to support staff in their professional growth including opportunities to coach, or mentor. Intervenes when necessary to maintain a high level of performance in the classroom. Understands collegial relationships focused on improving student learning are important in effective schools and designs opportunities for those relationships.	Methods are in place to support staff in their professional growth. Understands collegial relationships are important in effective schools.	Understands the need for a variety of methods to support staff in their professional growth.
Evaluating	Utilizes a variety of methods and content knowledge to effectively evaluate teaching staff in an effort to improve performance. Encourages and supports staff in designing professional growth plan. Intervenes to support staff in designing and implementing an improvement plan. Monitors and collaborates with individual staff members in implementing the improvement plan.	Knowledgeable of a variety of methods and content knowledge to effectively evaluate teaching staff. Encourages staff in designing professional growth plan. Intervenes to support staff in designing and implementing an improvement plan.	Possesses the methods to evaluate teaching staff. Intervenes in extreme cases when classroom performance does not meet instructional standards and/or is not a conducive learning environment for students.	Follows the school district's evaluation process.



Culture



Culture
Standard 1

The school leader: Initiates research-based strategies that effect culture such as: inquiry, reflection, action research, networking, study groups, coaching and evaluation.

	Exemplary	Proficient	Developing	Beginner
Leading Change	Utilizes research-based change strategies. Establishes and continually deepens a culture of learning. Institutionalizes and embeds a continuous improvement model to impact the professional culture.	Utilizes research-based change strategies. Establishes and continually deepens a culture of learning. Develops and puts into place a plan to impact professional culture.	Understands a variety of change strategies. Understands the need to have a continuous improvement plan to impact professional culture.	Seeks support for better understanding of how researched-based change strategies impact culture.
Connections to mission, goals, staff development	Models lifelong learning by participating in research-based professional development. Provides time and resources for teachers to meet in study groups to learn, network and coach each other, focusing on school goals. Identifies and differentiates the specific knowledge and skills educators need to address issues and achieve goals. Coordinates timely and precise professional development.	Models lifelong learning by participating in research-based professional development. Provides time and resources for teachers to meet in study groups to learn, network and coach each other, focusing on school goals. Identifies the knowledge and skills educators need to address issues and achieve goals. Coordinates professional development.	Models lifelong learning. Understands the importance of professional development. Provides professional development presented to the entire staff a few times a year.	Staff attends a one day professional development conferences outside the school.



<p>Connection to Student Learning</p>	<p>Intentionally develops capacity for teacher teams to pursue specific results-oriented outcomes emanating from school and district student learning goals. Professional dialogue evolves from general interventions and remediation strategies to focused strategies on specific deficiencies of individual and groups of students.</p>	<p>Leads teacher teams to develop and pursue results-oriented outcomes linked to school and district goals. Has teams analyze data, identify concerns regarding learning of their students, discuss how to best address concerns, try new interventions, and work to improve student performance.</p>	<p>Provides opportunity for teachers to meet and generally review data. Discusses and randomly implements general strategies to improve student learning.</p>	<p>Provides opportunity to meet to discuss student learning loosely linked to available data. Enlists outside support to enhance the alignment data with intervention strategies</p>
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Culture
Standard 2

The school leader: Assesses and improves the existing culture, manner of speaking and mood in order to generate an environment of constant learning and inventing.

	Exemplary	Proficient	Developing	Beginning
Ability to observe moods/ emotions	Understands that mood and emotion are always present. Is able to observe groups and individuals in a way that helps to understand the prevailing mood or emotion. Can articulate the impact of mood on a person's ability to take action and considers the mood needed to achieve something. Talks about mood and emotion and its role in the work of a school.	Understands that mood and emotion are always present. Is able to discern basic moods or emotions in individuals. Can articulate the impact of mood on a person's ability to take action and considers the mood needed to achieve something. Talks about mood and emotion and its role in the work of a school.	Is beginning to be more aware of moods. -Can give examples where mood has helped or hindered moving something forward or making progress on an initiative. When coached, will consider the mood needed to achieve something.	Sees moods as something created externally and dependent upon external factors.
Ability to shift mood	Uses food, music, exercise, environment and other tools to shift his/her own mood when needed. Does not try to advance an interest when the mood is not conducive to success. Intervenes in the mood of groups or individuals when a different mood is essential to achieving something important.	Uses basic interventions (food, music, exercise) to shift own mood. Intervenes in the mood of groups or individuals in basic ways when a different mood is essential to achieving something important.	Is learning that he/she has the ability to shift own mood and tries things like exercise to do so. Takes basic actions to shift others' moods, such as food or music in a meeting.	Tends to wait for "negative" moods to pass as opposed to taking action to shift. Attempts to take action regardless of the mood others are in.



Able to generate a mood	Considers the mood that is needed in individual and group interactions and is skillful in generating that mood through language, movement, environment and other logistical considerations.	Considers the mood that is needed in individual and group interactions. Understands and generate mood through language, movement, environment and other logistical considerations.	Is learning about things that help generate mood and when coached attempts basic approaches such as food, music or simple linguistic moves like making a declaration.	Sees mood as something that comes and goes.
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Culture
Standard 3

The school leader: Promotes a culture that honors and values diversity and supports the learning of all students.

	Exemplary	Proficient	Developing	Beginner
Knowledge of Community	Knows the school community and needs of school families. Utilizes the resources of the community in all school programs. Provides daily experiences that promote respect for all students' uniqueness and similarities. Consistently uses a variety of methods to collect accurate demographic and cultural data to become informed about needs and assets of student families and community. Uses the data to write school policy.	Knows the school community and needs of school families. Utilizes the resources of the community. Provides experiences that promote respect for students' uniqueness and similarities. Uses a variety of methods to collect accurate demographic and cultural data to become informed about needs and assets of student families and community.	Knows the school community and needs of school families. Celebrates cultural holidays and events that promote respect for students' uniqueness and similarities. Understands the need to collect accurate demographic and cultural data.	Celebrates cultural holidays and events that promote respect for students' uniqueness and similarities.



Expectations of Students & Staff	Models authentic and effective relationships across differences and the belief all students can learn. Focuses on the learning of all students by providing assistance, support and resources to staff and students. Holds high expectations for and monitors learning and behavior of all staff and students.	Promotes authentic and effective relationships across differences and the belief all students can learn. Focuses on the learning of students by providing assistance, support and resources to staff and students. Holds high expectations for and monitors learning and behavior of staff and students.	Promotes effective relationships across differences. Focuses on the learning of students by providing assistance, support and resources to staff and students. Holds high expectations for learning and behavior of students.	Focuses on the learning of students by providing assistance, support and resources to staff and students.
Promotion of Social Equity	Creates and sustains a culture that treats students as individuals and provides equal access to learning resources and activities. Involves the school and community to collect data on curricular and extra-curricular student involvement. Makes decisions based on the data to assure equal opportunity for student participation. Ensures parents, families and communities in the educational process.	Creates a culture that treats students as individuals and provides equal access to learning resources and activities. Collects data on curricular and extra-curricular student involvement. Makes decisions based on the data to assure equal opportunity for student participation. Considers parents, families and communities in the educational process.	Creates a culture that treats students as individuals and provides access to learning resources and activities. Collects data on curricular and extra-curricular student involvement. Understands the importance of parents, families and communities in the educational process.	Creates a culture that treats students as individuals. Understands the importance of parents, families and communities in the educational process.



Understanding Culturally Responsive Teaching	<p>Creates, leads and models learning environments responsive to student cultures, behaviors and learning styles. Values cultural background and experiences and connects these daily to student learning. Ensures all students have equal chances to succeed in challenging programs. Collaborates with teachers to identify learning gaps for individual students. Encourages and supports teachers to use a variety of instructional strategies and assessments. Creates and promotes a safe, orderly and supportive learning environment; professional development focuses on issues of equity.</p>	<p>Leads and models learning environments responsive to student cultures, behaviors and learning styles. Values cultural background and experiences and connects these to student learning. Ensures students have equal chances to succeed in challenging programs. Collaborates with teachers to identify learning gaps for individual students. Encourages and supports teachers to use a variety of instructional strategies and assessments. Creates and promotes a safe, orderly and supportive learning environment.</p>	<p>Leads learning environments responsive to student cultures and behaviors. Values cultural background and experiences. Collaborates with a small group of teachers to identify learning gaps for individual students. Encourages and supports teachers to use a variety of instructional strategies and assessments. Promotes a safe and orderly learning environment.</p>	<p>Seeks support to understand and create learning environments responsive to student cultures and behaviors. Values students' backgrounds and experiences. Collaborates with a small group of teachers to identify learning gaps for individual students. Values a safe learning environment.</p>
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Communication



Communication
Standard 1

The school leader demonstrates competency in: Generating conversations that effectively coordinate action and produce constructive relationships with a wide range of people, including the appropriate use of the following linguistic acts: Requests, offers, promises, assertions, declarations and assessments.

	Exemplary	Proficient	Developing	Beginning
Sharing Information	Regularly gathers relevant stakeholders for feedback and engages participants in interactive communication, e.g., electronic and in-person.	Communicates necessary information with relevant stakeholders. Seeks and receives feedback and promotes interactive communication.	Communicates necessary information with relevant stakeholders with little or no feedback or interactive communication.	Communicates necessary information with selected stakeholders.



Making & Managing promises	<p>Understands the personal power of being able to make clear requests of others. Makes clear requests that include time frame and important conditions of satisfaction. Does not accept requests that do not include the elements that make them rigorous. Declines requests and offers without making elaborate explanations. Makes offers that take care of others' needs. Recognizes that acceptance is essential to constituting a promise. Does not make promises that would cause other promises to be broken.</p> <p>Holds a promise as a commitment that reflects upon his/her personal identity. Collaborates with others to keep promises he/she has made. Apologizes and renegotiates a promise as soon as it is in danger of not being kept. Let's only the person who broke the promise know when a promise has been broken in order to repair the relationship and enable future collaboration.</p>	<p>Makes clear requests that include time frame and important conditions of satisfaction. Makes offers that take care of others' needs. Recognizes that acceptance is essential to constituting a promise. Does not make promises that would cause other promises to be broken. Holds a promise as a commitment that reflects upon his/her personal identity. Conspires with others to keep promises he/she has made. Apologizes and renegotiates a promise as soon as it is in danger of not being kept. Let's only the person who broke the promise know when a promise has been broken in order to repair the relationship and enable future collaboration.</p>	<p>Is learning to make clear requests of others. May need prompting to give/get clear conditions of satisfaction. May still over commit. Understands the impact of keeping promises on his/her relationships and ability to work with others. Is still learning to manage his/her promises and may need coaching to facilitate apologies and renegotiations to repair the relationship. Talks to someone other than the promise breaker when a promise has been broken.</p>	<p>Has difficulty making clear requests of others and articulating specific conditions of satisfaction. Has difficulty understanding "acceptance" as essential. Often over commits and may use positional authority to push others to over commit. May still be learning to understand the impact of a broken promise on his/her relationship with others. Breaks promises without taking any action to take care of the relationship affected. Talks about people who don't keep promises to him/her with others.</p>
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Understanding of other speech acts	Distinguishes between assessments and assertions and shares his/her standard for an assessment when asked. Hears assessments as such and is able to encourage others to reveal the standard of their assessment. Uses declarations to support his/her vision and enable others to contribute to that vision.	Distinguishes between assessments and assertions. Hears assessments as such and is able to encourage others to reveal the standard of their assessment. Uses declarations to support his/her vision and enables others to contribute to that vision.	Is learning about assessments and assertions but still needs help to discern between the two. Is beginning to consider his/her use of assessments and the purpose and standard he/she holds. Is learning to use declarations to articulate a vision and engage others in creating it.	Considers his/her assessments of things as "true." Does not realize the impact of his/her assessments on others. Is unaware of the power of declarations.
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Communication
Standard 2

The school leader: Utilizes diversity of the school community at large and its resources to meet the needs of all learners.

	Exemplary	Proficient	Developing	Beginner
Collaboration	<p>Selects appropriate representation of stakeholders to understand and become keepers of the vision. Builds relationships and engages in interactive communication with parents and community leaders to share resources and deepen relationships.</p> <p>Develops school partnerships to include intentional dialogue that focuses on achieving exchange of information pertinent to student learning and economic stability of the community. Actively engages partners in school activities. Actively engages learners and school personnel in business and community activities.</p>	<p>Selects appropriate representation of stakeholders to understand and become keepers of the vision. Develops and establishes consistent communication and collaboration with parents and community leaders. Institutes partnerships with businesses and higher education organizations. Develops school partnerships that include the exchange of information and active engagement of partners in school activities.</p>	<p>Creates school vision development teams that are diverse by gender, race, and age. Communicates with all parents and receives feedback from most. Develops school partnerships that include the sharing of information and limited engagement of partners in school activities.</p>	<p>Creates school vision as required by state or local mandate. Communicates and receives feedback from selected parents and community leaders. Establishes school partnerships that focus on getting things for the school.</p>



Resourcefulness	Creates and models opportunities for networking between the school and school community. Actively connects with the community, e.g., community service, fundraisers, outreach programs, corporate sponsorships, and newsletters. Utilizes local media to promote students and programs. Seeks out literature, grants and technology from the community to meet the needs of all learners.	Creates opportunities for networking between the school and school community. Provides opportunity for connecting with the community, e.g., community service, fundraisers, outreach programs, corporate sponsorships, and newsletters. Utilizes local media to promote students and programs. Seeks out literature, grants and technology from the community to meet the needs of all learners.	Understands the need to create opportunities for networking between the school and school community. Encourages connections with the community, e.g., community service, fundraisers, outreach programs, corporate sponsorships, and newsletters. Utilizes local media to promote students and programs.	Seeks support to establish connections with the community, e.g., community service, fundraisers, outreach programs, corporate sponsorships, and newsletters. Responds to local media when contacted.
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Communication
Standard 3

The school leader: Designs, convenes, and facilitates effective meetings.

	Exemplary	Proficient	Developing	Beginning
Planning and Design	<p>Asks for support from a facilitator when the success of a meeting requires it. Is able to articulate a clear purpose for a meeting. Develops clear outcomes for a meeting. Invites essential meeting participants. Develops an agenda with outcomes, protocols and time frames and sends it to meeting participants well in advance. Thoughtfully designs activities that will help the group achieve the meeting's outcomes. Where decisions are needed, is able to articulate the decision making process that will be used. Plans for meeting logistics to ensure people have what they need for a successful meeting.</p>	<p>Asks for support from a facilitator when the success of a meeting requires it. Is able to articulate a clear purpose for a meeting. Develops clear outcomes for a meeting. Invites essential meeting participants. Develops an agenda with outcomes, protocols and time frames and sends it to meeting participants well in advance. Where decisions are needed, is able to articulate the decision making process that will be used. Plans for meeting logistics to ensure people have what they need for a successful meeting.</p>	<p>Is learning about the elements of effective meetings and attempts to use simpler components such as outcomes. Still needs support to develop clear outcomes as opposed to identifying activities. Tries to include protocols. Tries to anticipate if decisions will be made in the meeting and needs support to think through the decision making method. Is beginning to consider logistics and the use of a facilitator but doesn't consider those things essential yet.</p>	<p>Generally considers getting a meeting on the calendar as sufficient planning. May individually develop an agenda in advance. Schedules locations for meetings based upon space and availability. Often defines meeting participants by routines as opposed to who needs to be present.</p>



Execution	<p>Begins meetings on time. Reviews the group's purpose, the meeting outcomes and the protocols as part of the opening. Requests participants commit to the meeting purpose, outcomes and protocols. Ensures that the role of meeting facilitator is understood. Ensures all participants have the opportunity to contribute and conversation is focused on achieving the meeting outcomes. Manages the exchange of rigorous promises at the end of the meeting to ensure that commitments are clear and conditions of satisfaction have been discussed. Works through difficult situations by using facilitation techniques.</p>	<p>Tries to begin meetings on time. Reviews the group's purpose, meeting outcomes and the protocols as part of the opening. Usually requests participants commit to the meeting purpose, outcomes and protocols. Ensures that the role of meeting facilitator is understood. Manages the exchange of promises at the end of the meeting to ensure that commitments are clear and conditions of satisfaction have been discussed. Uses basic facilitation moves to include everyone's voice and enforce the protocols.</p>	<p>Tries to begin meeting on time. References outcomes and/or protocols but may not feel confident in their use and usually doesn't ask for commitment to them. Is willing to try using a facilitator. Is explicit about decisions but may struggle with describing the decision making methodology with confidence. Is learning to make requests to get work done and is clear about time frames of promises, but may not describe other conditions of satisfaction.</p>	<p>May begin meetings late because participants trickle in. Frames a meeting with the general purpose or topic. Convenes and leads own meetings. If decisions are needed, uses decision-making methodology that is often implicit or unclear to participants. Utilizes people that volunteer or are asked to do follow up work but may not discuss explicit time frames and conditions of satisfaction. Sometimes ends meetings without knowing who is doing what.</p>
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Follow up	Takes the time to reflect on the effectiveness of a meeting and consider areas where growth is needed. Requests help in skill development and coaching to continue to develop facility with meeting design and facilitation. Follows up on promises made to ensure the group is on track for the next meeting. Makes own promises a priority.	May take the time to reflect on the effectiveness of a meeting and considers areas where growth is needed. Follows up on promises made to ensure the group is on track for the next meeting. Makes own promises a priority.	Reflects on the effectiveness of a meeting when encouraged and supported in the process. Is still learning to distinguish the various design elements and what elements make for a quality meeting. Follows up after the meeting to make sure things are on track. Makes own promises a priority.	May follow up with people after the meeting, but not with regularity. Tends to move on to other pressing issues until the next meeting is imminent.
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